



How was school different in the past?

Autumn Term 2026

Year 2

<u>D.T.</u> <u>Textiles – simple stitches</u> - Know how fabrics are made and used. - Know how to thread a needle and make stitches. - Know how to sketch a design for a piece of bunting. - Know how to stitch a design for a piece of celebratory bunting. - Know how to finish a design of stitches and evaluate.	<u>Science</u> <u>Everyday Materials</u> - Know how to explain what material objects are made from. - Know how to explain why a material might be useful for a specific job. - Know to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for uses. - Know the names of some different everyday materials e.g. wood, plastic, metal, water and rock. - Know how to sort materials into groups by a given criterion. - Know how to find out and explain how solid shapes can be changed by squashing, bending, twisting and stretching. - Know how to perform simple tests. - Know how to identify and classify materials.	<u>History</u> <u>How was school different in the past?</u> - Know how to correctly order and date four photographs on a timeline and add some dates. - Know how to ask questions about schools in the past. - Know how to make one comparison between schools in the past and present. - Know how to use sources to research and develop an understanding of what schools were like 100 years ago. - Know how to identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences. - Know how to recognise two similarities and two differences between schools now and schools in the past. - Know how to state whether they would have preferred to go to school in the past or not and explain why.	<u>Geography</u> <u>What is the weather like in the UK?</u> - Know and locate the four countries on a map of the UK. - Know the country they live in. - Know the four seasons and the current season and describe some seasonal changes. - Know the four compass directions. - Know that the arrow on a compass always shows north. - Know how to use the compass directions to describe the location of features. - Know, observe and describe daily weather patterns. - Know appropriate clothing and activities for each season.	<u>P.E.</u> <u>Cricket/Swimming</u> Know how to control a bat and get into a bowling position Know how to use a bat and bowl with more accuracy Know how to catch and receive a ball and score a run, in cricket Know how to run up and bowl a ball in cricket Know how to bat and ball during a cricket game Know how to bowl, ball and field in a competition <u>Gymnastics – Directions and Pathways</u> Know how to move in different directions in straight lines with control and body tension Know how to move in different directions using curved pathways on the floor and apparatus with neatness and control Know how to jump along different pathways on the floor and apparatus showing good body tension Know how to link different pathways together neatly and jump in a turn. Know how to create a sequence
<u>Key Vocab</u> design, even, fabric, like, needle, sketch, stitchthread	<u>Key Vocab:</u> suitability, properties, materials, object, hard, soft, stretchy, shiny, dull, rough, waterproof, transparent, opaque, absorbent, bendy	<u>Key Vocab:</u> beyond living memory, living memory, period, past, present, school, change	<u>Key Vocab:</u> Atlas, autumn, direction, east, England, Europe, map, north, Northern Ireland, place, Scotland, season, south, spring, summer, United Kingdom, Wales, weather, west, winter	<u>Key Vocab:</u> Position, field, bowl, bat, catch, body tension, control, pathways
<u>Art</u> <u>Drawing: Understanding tone and texture</u> - Know how to experiment with a range of materials to create marks and tones. - Know how to use different pressures and control to make different marks. - Know how to describe the texture of objects. - Know how to identify how artists use tone. - Know how to control shading to show tone. - Know how to sketch simple shapes lightly so that changes can be made. - Know how to refine a drawing by building up the outline of an object. - Know how to pose to show a clear expression and head position to create a photograph.	<u>Computing</u> <u>Technology around us</u> - Know how to explore and tinker with hardware to find out how it works. - Know where keys are located on the keyboard. - Know how to use a basic range of tools within graphic editing software. - Know how to develop control of the mouse through dragging, clicking and resizing images to create different effects. - Know how to develop an understanding of different software tools. - Know how to recognise devices that are connected to the internet. - Know how to log in and out and saving work on their own account. <u>Digital Imagery</u> - Know how to explain how to take clear photos. - Know how to take photos using a device. - Know how to edit photos by cropping, filtering and resizing. - Know how to search for and import images from the internet. - Know how to explain what to do if something makes them uncomfortable online. - Know how to organise images on the page, orientating where necessary.	<u>Music</u> <u>Charanga Music Units:</u> <i>Hey You! By Joanna Mangona</i> <i>Rhythm in the way we walk</i> - Know how to use Warm-up Games - Know how to play flexible games. - Know how to find the pulse in music - Know how to copy back rhythms heard - Know how to rap and sing the song Hey You! - Know how to play instrumental parts using a variety of instruments - Know how to compare a simple melody using simple rhythms - Know how to perform and share thoughts and feelings about their own or others performances	<u>R.E.</u> <u>What makes some places special to believers?</u> - Know which places are special to me - Know where a sacred place for a believer is - Know which place of worship is sacred for Christians - Know which place of worship is sacred for Jewish people - Know what happens during worship at a synagogue - Know which place of worship is sacred for Muslims - Know how places of worship are similar and different Know why places of worship are important to communities	<u>P.S.H.E.</u> <u>Being Me</u> - Know how to identify some of my hopes and fears for this year. - Know and understand the rights and responsibilities for being a member of my class and school. - Know the rights and responsibilities for being a member of my class. - Know how to listen to other people and contribute my own ideas about rewards and consequences. - Know and recognise the choices I make and understand the consequences. <u>Celebrating Difference</u> - Know that I am starting to understand that - Know sometimes people make assumptions about boys and girls (stereotypes). - Know that bullying is sometimes about difference. - Know what is right and wrong. - Know that it is OK to be different from other people and to be friends with them. - Know how to tell you some ways I am different from my friends.

<u>Key Vocab:</u> Grip, mark making, materials, refine, shading, sketch, texture, tone	<u>Key Vocab:</u> Background, blurred, camera, clear, crop, delete, device, digital camera, download, drag and drop, edit, editing software, filter, image, import, internet, keyword, online, photograph, resize, save as, screen, search engine, sequence, software, storage space, visual effects	<u>Key Vocab:</u> rhythm, pulse, sing, music, sound, pitch, low, high, listen, loud, quiet, fast, slow, steady beat, tempo	<u>Key Vocab:</u> Worship, Jewish, Holy, Christian, Muslim, community, Mosque, Sacred, Church, Synagogue, Place of Worship, Shabbat	<u>Key Vocab:</u> goals, fears, hopes, responsibilities, rights, rules, consequences, stereotypes, assumptions, bullying, differences, unique
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